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ABSTRACT

The Kansas Internship Assistance/Assessment Model, an effort to bring together assessment and assistance to maximize the professional growth of beginning teachers, is described. The program has two purposes as specified in the Kansas Internship Plan (1987): (1) to assist the first-year teacher (intern) in acquiring or improving teaching knowledge and skills that are essential to successful entry into the profession; and (2) to protect the public interest by establishing that the intern can perform at an acceptable level of professional practice. Unique points of the model are: direct links to assessment; administrators and assistance committees with identical responsibilities; assistance directly integrated with instructional leadership; a five-step performance observation sequence; behaviors assessed in a quasi-developmental framework for beginning teachers; clinical supervision model integrated with assistance and assessment; the intern teacher is part of the assistance development; and evaluation is thoroughly grounded in research and statewide validity studies. Classroom observation, intern documentation, external observations, and student questionnaires were the four methods of data collection used. In the 3 years of model development from fall of 1985 to August of 1988, major validity studies determined the reactions of over 2,500 teachers and administrators. Data indicated that 89% of the intern teachers were positive or very positive about the program, while 93% of the administrators and 94% of the senior teachers considered that they shared a common goal. Ninety-seven percent of the administrators and 94% of the senior teachers felt that their relationships with each other provided affirmation and respect. This professional judgment model gives beginning teachers a firm foundation for a career. A 45-item list of references is provided. Appendix A presents the Kansas Internship Assessment Inventory's master list of 38 behaviors, and Appendix B lists classroom activity codes. Ten figures and two data tables are included. (SLD)

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The Kansas Internship Program Assistance/Assessment Model; A Product of the Interdependence of Research and Practice

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The Kansas Internship Program Assistance/Assessment Model;

A Design for Beginning Teachers' Professional Growth

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According to the recent *The Personnel Evaluation Standards* "...educational institutions have often been ineffective in carrying out their personnel evaluation responsibilities" (1988, p.6). According to these standards this failure is documented in many current books, articles and reviews calling for a reform in evaluating educational personnel (Andrews, 1985; Brodinsky, 1984; *Carnegie Task Force on Teaching as a Profession,* 1986; Coker, Medley, & Soar, 1980; *Educating Americans for the 21st Century*-National Science Foundation, 1983; Goodlad, 1983; Millman, 1981; *A Nation at Risk*-National Commission on Excellence in Education, 1983; Wise & Darling-Hammond, 1985.) State departments and school districts look to teacher evaluation as a means of enhancing teacher performance (Educational Research Service, 1978; Bolton, 1973). However, given the incompetence of many evaluation practices, most are not achieving this goal to any degree that is impressive Stiggins and Duke (1988). Kansas recognized the need for educational reform in the area of teacher evaluation by taking an innovative approach to evaluating and assisting beginning teachers.

The Beginning Teachers' Professional Growth

The Kansas Internship Assistance/Assessment Model for beginning teachers is designed to facilitate professional growth for beginning teachers. It links assistance to assessment through the assessment process; implements these process jointly in like roles by teachers and administrators; uses a quasi-developmental model of teacher behaviors which assumes a developmental continuum for beginning teacher growth; incorporates an assessment inventory based upon a knowledge base for the beginning teacher that is generic to certification areas and yet is specific enough to allow for differences within and across disciplines; and most importantly provides systems for accurate and systematic multifaceted performance evaluations aimed at assisting teachers in their professional growth. The basic architecture for the assistance assessment model took three years to develop from Fall of 1985 until August of 1988 and the program is currently being carefully analyzed in a statewide evaluation study in order to provide the right combination of program elements which integrate the assistance and assessment processes within the context of one model.

The model is a product of a synoptic map of the research-on-teaching field from 1980 until 1987; program development based upon these findings; three years of pilot studies; three statewide validity studies on the instrument behaviors, participants totaled over 2,500 teachers and administrators; national and statewide panel reviews; bimonthly monitoring activities during the three years of piloting; and numerous revisions based upon empirical evidence from the field which dictated the necessary changes. The development of the Kansas Assistance/Assessment model for beginning teachers is embedded in the interdependence of research and practice. For three years research funded by the federal Office of Educational Research and Improvement (OERI) and the Kansas State Department of Education (KSDE)

research and practice procedures were entwined in order to obtain the right configuration of program elements to successfully integrate assistance and assessment for the beginning teacher into one mode for maximizing teachers' potential.

The developmental aspect of a beginning teacher is a journey along a road of professional growth. The programs utilized, provide the rationale for the journey as does the combination of elements which constitute the pavement of the road. The direction of the teacher's growth and development is a direct function of the teacher and the engineer who build the road. The roads are designed by the engineer as are the educational programs designed by our teacher educators, but the vehicle, baggage and motivation to travel is up to the teacher and those who travel with her/him. If the best opportunities for teachers' professional growth are not afforded to new teachers, researched, practiced, revised and researched again our valuable resources of teachers and learners are in jeopardy. As we pursue educational excellence along the road to professional development for teachers, we should not overlook the tremendous potential that teacher evaluation has for making powerful contributions as a vehicle for professional growth.

Evaluation Context

There are two reasons for evaluating beginning teachers. First, is for a summative evaluation which is used in making decisions about merit pay, salary increase, licencing, and promotion. Second, is to facilitate the professional development of the teachers which is the primary purpose of the Kansas Model. Growth oriented systems have the potential to have an impact on all beginning teachers not just those who are having difficulties (Stiggins and Duke, 1988).

The Kansas Internship Program was designed to meet the need for a systematic, developmental, competency-based approach to the induction period of teaching. The program has two purposes as specified in The Kansas Internship Plan (1987): (1) to assist the first-year teacher (intern) in acquiring or improving teaching knowledge and skills which are essential to successful entry into the profession and (2) to protect the public interest by establishing that the intern can perform at an acceptable level of professional practice. This is accomplished by linking together two important components: assistance and assessment. The purpose of this paper is to present the Kansas Internship Assistance/Assessment model, procedures, and instrumentation used in this beginning teacher program.

The Kansas Internship Assistance/Assessment Model with all of its supporting documents: The Kansas Internship Assessment Inventory (Core Set) Poggio, Burry, and Glassnapp (1988a); The Kansas Internship Assessment Inventory (Supplemental Set) Poggio, Burry, and Glassnapp (1988b); The Kansas Internship Assessment Manual Poggio, Burry, and Glassnapp (1988c); The Kansas Internship Assessment Trainers Guide (Boyer, and Burry, 1988); The Kansas Internship Program Assistance Handbook edited by Boyer (1988); The Kansas Internship Program Training Module Series (1-5) edited by Boyer (1988) is currently in its fourth year of implementation. The concept of promoting professional growth was part of the original KIP plan constructed in 1983. Today, it is align with the philosophy of Stiggins and Duke for a positive problem-solving approach to teacher evaluation in that the process should

"... defined in terms of the best possible outcome from an evaluation: the professional growth of the teacher evaluated (1988, p. 2).

Historical perspective

The past fifty years of research on teacher effectiveness has provided guidance for the training of teachers, research on teaching, and teacher evaluation (Streifer and Iwanicki, 1987). The initial framework was done by Barr (1950) followed by Ryans (1960). Barr and Ryans seminal work in large-scale attempts to identify characteristics of effective teaching was not able to differentiate those characteristics that discriminated effective teachers from less effective teacher. However, their research paved the way for the process-product studies which attempted to find those behaviors in teaching which highly correlated with improved student outcomes (student achievement). Rosenshine and Furst (1973) identified through a major review on teacher effectiveness research the following nine behaviors which had potential for future process-product studies: use of criticism, teacher indirectness, clarity, enthusiasm, task orientation, and variability. These behaviors appeared in two of the nations first statewide beginning teacher evaluation instruments; the Florida (Wilson, 1980) and the Georgia (Capie, 1980). Brophy and Evertson (1976) found that effective English and mathematics teachers used different strategies in teaching. Medley (1977, 1979) found in a comprehensive review that teachers in the lower grades who utilized a more direct instruction in both reading and mathematics produced higher student gains.

These elements and others from the descriptive-correlational-experimental research of Rosenshine and Furst (1973) form the premise for a paradigm for placing research on teacher effectiveness in perspective and for many of the evaluation instruments created through out our

countries school districts and state departments including the Kansas Internship Assessment Inventory.

However, this is only the basic research foundation and this historical perspective must take into consideration the current teaching research topics of the 1980's such as: content specific certification Shulman (1987); context of the classroom observation Evertson and Green (1988); Evertson and Burry (in press); multiple perspectives Green and Harker (1987); classroom environments Berliner (1983); and teachers' cognitive processing Clark and Peterson (1988). Gardner (1989) identifies four assumptions regarding the knowledge base for beginning teachers: first, at this time it is possible to talk about what is established and worth knowing about teaching and to assume that this body of knowledge and teacher performance are related to student learning; second, the knowledge base about teaching grows and changes and will never be complete or absolute; third, many forms and disciplines contribute to the knowledge base and; fourth teaching is a profession.

Theoretical Premises of the Kansas Internship Model

The following theoretical premises are inherent in the Kansas Model. The work of Darling-Hammond and Wise (1983) on teacher evaluation practices within organizational contexts suggests four minimal conditions for the successful implementation of teacher evaluation practices: (1) a shared understanding of teacher evaluation criteria and process by all participants; (2) a shared sense by organizational members that the teacher evaluation criteria and processes capture the most important aspects of teaching; (3) a teacher perception that the evaluation system will enable them to improve performance as well as a principal perception that the evaluation system will improve instructional leadership; (4) a perception that all

participants in the system that the evaluation process achieves a balance between autonomy and control.

Popham comments (1987) that in any worth while profession judgment is regarded with respect. He also says that, "the respect given to professional judgment rendered does not stem from the belief that every profession's judgment is flawless. Clearly, lawyers, physicians, and architects sometimes err (1987, p.27). There is no alternative, but to rely on professional judgment given the complexity of professional phenomena. One way to compensate for this problem is to call upon more than one professional to place a judgment. Such is the case with the assistance committee in the Kansas Model. Mistakes will be made, just as there is always the probability of making a Type I error in a statistical analysis. However, a judgmentally rooted teacher evaluation system is more desirable that the teacher appraisal schemes currently in existence Popham (1987).

Along with the aspect of professional judgment comes the concept of the clinical supervision model initially developed by the Harvard School of Education faculty in the 1960s. This model is collaborative and includes the following three steps: preobservation conferences to exchange background information and to establish mutual goals and methods for data gathering; multiple classroom observations including a collection of objective data and; post-observation conferences whereby data collected is analyzed, verified, and a collaborative systematic plan for improvement is developed. Another important factor is that it is essential that the teacher and evaluator communicate extensively to ensure that the teacher has a solid voice in determining his/her professional growth.

The Development of the Assistance/Assessment Model

Perspective

The Kansas Internship Program is an initiative of the Kansas State Board of Education. The State Board first endorsed the use of an internship program for first-year teachers in May, 1982. Following a year of planning, the State Board adopted the Kansas Internship Program in March, 1983. In 1984, the State Legislature adopted the Concurrent Resolution 5087 which directed the State Board of Education to develop an intern program for beginning teachers with a projected plan for its implementation and maintenance.

In November 1985, the State Board of Education approved the Kansas Internship Plan, which details the Kansas Internship Program. Teachers required to participate in this plan are all first-year teachers who (1) have completed student teaching as a component of their education programs, (2) are employed by an accredited or approved education agency, and (3) are under contract on a half-time or more basis. Under the original plan the intern was to have been issued a one-year teaching certificate valid during the internship year. Upon completion of the internship, the individual was to be issued a five-year teaching certificate. In March 1988, the Kansas State Board of Education took action to remove the certification requirement from the Kansas Internship Program. During the 1988-89 fiscal year, the State Board will review once again, alternatives for implementing the program. The first-year intern will receive credit for one year of teaching experience to be counted toward tenure.

Purpose

The Kansas Internship Program is a statewide program designed to meet the need for a systematic, developmental, competency-based approach to the induction period of teaching. The program is designed with two purposes: (1) to assist the first-year teacher (intern) in acquiring

or improving teaching knowledge and skills which are essential to successful entry into the profession, and (2) to provide a structured link between pre-service training and in-service development of the teaching profession, (3) provide a mechanism for support and assessment of beginning teachers within existing local and state programs, and (4) provide a means of extending communication among the state's master teachers, administrators and teacher educators.

The internship program is designed to provide the beginning teacher with the opportunity to demonstrate skills, increase skills, and gain experiential knowledge that are difficult to acquire or refine other than through experiences in the classroom. Establishing that beginning teachers can perform certain specified tasks in teaching is central to the Kansas Internship Program. The monitoring process is to be accomplished through the assessment component of the internship program and professional growth is to be further facilitated through the assistance component.

Assistance Committees

Each intern is to be assigned to an assistance committee of professional educators who are responsible for providing assistance, assessment and support for the intern throughout the year. For the 1988-89 Study the assistance committee may be comprised of a certified practicing senior teacher and an administrator or one of the following alternatives; retired/former administrator; retired/former teacher; representative from a teacher education institution; or a person who holds a teaching certificate, but is not currently employed as an educator. Assistance Committee members from districts piloting the state internship model are receiving up to six days of training provided by the State in implementing the assessment/assistance procedures.

Kansas Internship Assessment Inventory

A single instrument is designated by the plan to be used for the evaluation of the teaching performance of each intern. This instruments is called the Kansas Internship Assessment Inventory and is administered according to the Kansas Internship Assessment Inventory User's Manual which identifies the assessment model, the assessment/assistance cycle, the behaviors to be assessed, time of assessment, the methods of data collection to be employed, and the details for implementing both formative and summative evaluations.

The current inventory and user's manual have evolved over three years of research and development activities. During the initial year (1985-86), a list of 338 behaviors was culled from the literature on effective teaching, existing state assessment instruments, a variety of teacher evaluation instruments, research articles from professional journals, research reports from a number of regional and national research laboratories, position papers on effective teaching practices, and policy statements on teaching. Over 200 primary references and documents were used in developing the original pool of behavioral statements (Burry, Poggio and Glasnapp, 1987).

The behavioral statements were subjected to a job analysis (job-necessity) study. Participants numbered 1,171 and included beginning teachers, experienced teachers and administrators sampled from all of the high school, junior high/middle schools and half of the elementary schools in Kansas. Information collected from this study was used by the Kansas Internship Program State Advisory Committee for the review and selection of behavioral statements. Their recommendations were forwarded to the State Board of Education. In the spring of 1986, the State Board of Education approved 141 behaviors for the assessment

inventory.

Behavioral descriptions for each behavior were then written, reviewed, and edited by national and state review panes. Next, they were revised and assembled into the Kansas Internship Assessment Inventory. In July, 1987, the first draft of the User's Manual was approved, along with the Kansas Internship Assessment Inventory by the State Board of Education.

The behavioral descriptions were reviewed again by a national review panel during the second year (1986-87). National panel members were: Steven Barkley, David Berliner, Gary Borich, Christopher Clark, Carolyn Evertson, Tom Good, and Barok Rosenshine. Duplications of behavioral statements and behavioral descriptions were identified by the national advisory review panel, as well as by members of the State Advisory Committee. In November, 1986, the State Board of Education, upon recommendation by the Kansas Internship Program State Advisory Committee, removed 29 of the 141 original behaviors due to overlap/duplication. A total of 112 behaviors comprised the 1986-87 Field Study edition of the Kansas Internship Assessment Inventory.

Pilot Studies

The Field Study edition of the Kansas Internship Assessment Inventory and the User's Manual were implemented in 1986-87 with 27 intern teachers, 27 senior teachers and 21 administrators. While only the assessment component of the Kansas Internship Program was implemented, data were collected from use in developing the assistance component. In addition to information collected on various aspects of the assessment process, participants were monitored constantly on the implementation of the assessment model, assessment procedures, methods of data collection and the behavioral statements with their behaviors description. This information was

used for refining the behaviors and assessment procedures. These same procedures were replicated in another pilot study for the school year 1987-1988 with twice as many intern teachers and assistance committees. Again the behavioral statements were refined, the instrument, assessment procedures, methods of data collection, and the assistance model were fine tuned.

Validity Studies

While implementation procedures were being evaluated during the 1986-87 and 1987-88 years, data on the validity of the behaviors comprising the focus of the assessment and assistance procedures also were being collected. A job-relatedness validity study of the behaviors was conducted during the 1986-87 year. Over 900 experienced, practicing teachers randomly sampled across 35 initial certification areas participated in this study. Each teacher was asked to evaluate the behavioral statement and its behavior description on importance and frequency of use. When these data were statistically analyzed, four clusters were revealed: (1) regular education (K-12) all certification areas; (2) early childhood, early childhood handicapped and adaptive physical education; (3) severely and multiply handicapped; and (4) all remaining areas of special education identified by public law 91-142.

Although this initial study suggested the possible need to differentiate the assessment focus by teaching certification areas, these data also indicated that all 112 behaviors had support in absolute terms for their importance and use for acceptable performance for the first-year teacher. In order to further explore the need to differentiate the assessment behaviors across teaching areas, an additional study was conducted during 1987-88 forcing educator groups to differentially rank order the 112 behaviors in terms of their importance for the development of

an effective beginning teacher. Over 1,000 experienced, practicing Kansas teachers from 32 certification areas plus 125 administrators participated in this study.

While some differences in the perceived importance of the 112 behaviors were evident across educator groups, criteria were applied to identify a common core set of behaviors judged consistently across educator groups as critically important. The resulting set consisted of 38 behaviors meeting the established criteria (Poggio, Glasnapp and Burry, 1989). These 38 behaviors are identified in the Kansas Internship Assessment Inventory (Core Set) and constitute the focus of assessment/assistance. A master list of the behaviors appears in the Appendix A of this paper. An example of a behavioral statement, with behavioral description and assistance recommendations appears in Figure 1. Behavioral statements with their corresponding definitions are located in the assessment inventories and become the criterion for assessment and assistance. All of the behaviors in the core and supplemental inventories are detailed as described here. Behavioral descriptions are descriptive enough to cover applications in specific disciplines and yet are generic for utilization in K-12.

Figure 1 appears about here

Assistance/Assessment Model Design

The Kansas Internship Program requires that both assistance and assessment occur jointly by an assistance team during a teacher's first year of teaching in Kansas. The assessment system and its procedures are designed to integrate the assessment with the assistance function during the

beginning teacher's first full year of professional involvement. A major attempt has been made to tailor the behavioral descriptions and assessment procedures to the needs and expected performance level of the first-year teacher.

Phases of the Assessment Model

To make the assistance/assessment process manageable, the 38 behaviors have been partitioned and assigned for initial assessment into one of three time periods termed phases. The assignment of behaviors to a phase and the sequence of phases is loosely based upon Fuller's "Stages of Concern" of student teachers. Fuller (1969) found evidence to support the notion that the process of student teaching is developmental and is described by "Stages of Concern." These stages include a pre-teaching phase, an early teaching phase, and a late teaching phase. The early teaching phase is characterized by: concerns related to adequacy; classroom management; ability to understand subject matter; freedom to fail on occasion; making changes when failure occurs; and, coping with evaluation. Later teaching concerns are centered around students' learning and progress. In order for the teacher to focus on the student, he/she must at some time have progressed from the initial state of personal concern to being concerned about the learner.

These developmental stages of concern were considered along with the natural sequence of the school calendar year for classifying behaviors into phases for the purpose of assisting and assessing intern teachers during their first full year of teaching. The phase assignments have been labeled as follows: Phase I Self and Organization; Phase II Specific Teaching Tasks and the Learning Process; and Phase III Impact and Prior Knowledge. In order to facilitate assistance, each phase of the assessment model is concerned with one aspect of the

developmental facet of the beginning teacher's professional learning process.

Behavioral statements were assigned to a specific phase based on: (1) the placement of the behavioral statement and its behavioral description in the quasi-developmental pattern of the behavioral statement and its behavioral description and (2) the point in time that the behavior is likely to occur or be most needed during the school year. For example, the behaviors included in Phase I, Self and Organization, are more appropriately assessed early in the school year, as they form the foundation for classroom organization, lesson planning, and classroom management. If the behaviors in Phase I are not demonstrated at the "standard level," it may be difficult for the intern teacher to demonstrate the behaviors in Phase II. Performance on Phase III may become problematic for the intern teacher if there are a number of behaviors in Phases I and II that are not performed at the "standard" level. For example, classroom management and lesson planning are two domains that are heavily assess during Phase I. It is important that the behaviors in these domains be performed first at the "standard level" before Phase II behaviors, dealing with specific classroom presentation activities and student learning, can be demonstrated at an acceptable level.

The phases provide an organizational scheme for scheduling behaviors that are to be assessed, and therefore, facilitating the assistance component of the Kansas Internship Program. Each phase is designed to guide systematically the first-year teacher through the school year from the beginning concerns of self and organization to the evaluation of the teaching-learning process.

Performance Categories

Behavioral statements also are categorized by Performance Categories within the phases. Performance categories used are: (A) Professional Characteristics and Activities; (B) Lesson Preparation; (C) Lesson Presentation; (D) Classroom Management; (E) Evaluation; and (F) Relationship with Students. Figure 2 identifies the phases and performance categories. Table 1 identifies the number of behaviors from each performance category to be assessed within each phase.

Figure 2 followed by Table 1 go about here

Formative and Summative Evaluation

Formative evaluation in the assessment model leads to identification of those behaviors that are performed by the teacher at the "standard" or "below standard" level for every method of data collection for each behavior. An overall evaluation is then made on each behavior summarizing the information across the methods of data collection.

If the behavior is assessed for the overall rating at the "below standard" level, then the behavior enters the assessment-assistance cycle. When a behavior is evaluated by the assistance team at the "below standard" level, then focused assistance is to be provided in depth. When the behavior is rated at the "standard" level, the behavior exits the formative evaluation component of the assessment model and will not be formally evaluated again as indicated in Figure 3. Assistance can also be administered at the discretion of the assistance committee for

behaviors performed at the standard level. This assistance is referred to as enhancement.

Steps in Performance Assessment

Performance-based assessment focuses on the evaluation of those behaviors that represent the on-the-job requirements. The assessment process is performance-based, as are the 38 behaviors included in the Kansas Internship Assessment Inventory Core Set. Performance-based assessment evaluates an individual's professional performance without reference to other individuals, but in reference and accordance to a standard of performance. Each behavioral statement in the inventory is analogous to an objective and has a behavioral description that operationally defines the statement. These behavioral descriptions are the standard (criteria) by which the intern teacher is to be assessed and consequently assisted.

In order to control for potential external and internal factors which contribute to measurement error a five step model was designed based upon Landy and Farr's model of performance assessment (1983). The five steps are: observe, record, retrieve, analyze and judge. Performing these five steps is critical to the validity of the performance evaluation. Making judgments simultaneously while observing and recording information greatly increases the opportunity for error. The recorded information serves as the basis upon which the judgment is made after leaving the observation setting. Performing these five ordered steps serves to increase the objectivity, precision, reliability and validity of the performance assessment. These five steps as illustrated in Figure 4 are used for all the methods of data collection even though the specific activities differ for each modes of data collection.

Figure 3 and 4 goes about here

Methods of Data Collection

Four methods of assembling information are employed in implementing the assessment model: (1) in-class observation, (2) external observation, (3) intern documentation, and (4) student questionnaires. Each assessment method has a specific set of activities and standardized procedures for collecting information on the intern teacher's performance. Most of the behavioral statements reference behaviors that are directly observable in the classroom. Only these behaviors are assessed through the method of data collection labeled in-class observation. Behaviors are grouped into assessment sets. Each classroom observation focuses only on the behaviors in an assessment set. Behavioral descriptions and indicators are used to focus the five steps of the observation, evaluation and assistance processes.

Table 2 identifies the number of behaviors to be assessed by method of data collection by the three phases. Because some behaviors are to be assessed using more than one method, the total number of assessment appears to be greater than the number of behaviors assigned in each phase.

Table 2 goes about here

Behaviors to be observed using in-class observations are grouped within Phases I,II, and III and behaviors are then grouped with into Assessment Sets for focused observations. Assessment Sets are referred to in the inventory as In-Class Observation 1 (IO-1), In-Class Observation 2 (IO-2), etc. Of the 38 behaviors in the Core Set 30 of them are observable. There are six scheduled In-Class observations during the internship year beginning in October and ending in April. No more than six behaviors and usually five behaviors appear in one Assessment Set as it is difficult to observe more than five or six at one time in depth according to the classroom observation procedures established for the Kansas Model. Each classroom observation includes both a pre and a post conference as illustrated in Figure 5. A decision conference is when the members of the assistance committee come together to discuss their observations and make decisions regarding the assessment outcome and provide initial suggestions for assistance activities.

Figure 5 goes about here

Classroom Observations

Classroom observations are to be scheduled for evaluation by assessment sets. Each classroom observation is planned for at least one half hour in length. A minimum of 20 minutes is allowed after the classroom observation to allow time for the data analysis and evaluation. The classroom Behavior Activity Record Sheets (CBARS) is used for recording the classroom observation. CBARS were created based upon the Classroom Activity Record (CAR) designed

by Evertson (1987). Figure 6 and 7 illustrate a CBAR for In-Class Observation 2, Phase I. Note that the behaviors are stated above the area to be used for observation. The definitions are located in the Kansas Internship Assessment Inventory notebook and are used during the observation for clarification of the meaning of behaviors. The purpose of the CBAR is to provide a systematic structure

for recording classroom activities and events and for documenting the occurrence of the behaviors.

Insert Figure 6 followed by Figure 7 about here

Note that space is available on each line for recording the:

1. **Behavior Code** is the behavioral statement and number as it appears in the Inventory. (See Appendix A.)

2. **Activity Code** or classroom activities in which the teacher is engaging when the specific behavior is observed. (See Appendix B.)

3. **Descriptive Notes** of the actual behavior being observed as performed by the intern.

4. **Global Impressions** are those impressions which the observer has after the classroom observation is over. This information is recorded during the analysis step and usually does not refer to a descriptive note.

5. **Analysis (Assistance)** is the written recording of the integration of the descriptive notes from the classroom activity record and behavioral description (criterion). This section is also used to record suggestions for assistance.

6. **Judgment** is the written end result of the classroom observation assessment set.

The CBAR was designed to be used with the five steps of a performance observation detailed earlier in this paper. The first two steps (1) observe and (2) record are to be done on the CBAR. The (3) retrieval (4) analysis (5) and judgment steps are done using these recordings. The analysis and judgment are done comparing the classroom observations with the behavioral definitions for those behaviors included in the Assessment Set. Information regarding assistance and the judgment are recorded in the Inventory.

The analysis step is also the point where assistance and assessment are linked. When assistance committee members are reviewing their written documentation they also record their ideas on how a behavior could be improved or enhanced. Since it is difficult to make a judgment without thinking about what could be done, the analysis step also becomes the assistance step. Observers do not have to go back and recapture the classroom observation in order to make suggestions for assistance activities.

The classroom observation methodology under went a validity study (Burry and Evertson, in press). There were no significant differences found in the accuracy or quality of descriptive notes between administrators or across behaviors. This means that administrators and senior teachers are viewing the observation process similarly and that there is no significant difference in the way the behaviors are being observed. Since the classroom observation system is unique to the Kansas Internship Program Model, it is critical that evidence be available to substantiate that this system works and within context it appears to do very well.

External Observations

A small number of behaviors are to be observed and documented using external observations. These behaviors are more appropriately assessed outside the intern teacher's classroom on an ongoing basis during the designated phase assignment. An example of a behavior that is assess through an external observation is behavior I.A.1 "Is dependable." Figure 8 lists the three behaviors and their indicators to be assessed in the Core Set using the method of external observations.

Insert Figure 8 about here

Intern Documentation

Intern documentation requires that the intern provide either specific information on materials such as lesson plans, modules, units, objectives or evaluation of student progress or an example which documents the performance of a behavior. On the whole these behaviors or some aspect of the behaviors are not readily observable in the classroom. Because these behaviors typically address a product (e.g., a lesson plan), the appropriate method of data collection is the intern documentation. The intern documentation provides the opportunity for the intern teacher to demonstrate the behavior by providing written evidence. Figure 9 illustrates an intern documentation activity.

Insert Figure 9 about here

Students Questionnaires

Use of the student questionnaires provides the assistance committee with the students' perspective in relation to a given behavior. Student questionnaires are administered to the students of the intern teacher by one of the members of the Assistance Committee. There are two questionnaire forms: one for the intermediate grades 3-6 and an other for the secondary grades 7-12. Questionnaires are not used for those intern teachers whose main teaching responsibility is to students in grades K-2. Standardized directions for administering and scoring the questionnaires must be followed. Data from the student questionnaires is to supplement other methods of data collection and may be omitted at the discretion of the assistance committee. Student questionnaire items are always backed by another method of data collection. Figure 10 illustrates both the items and the tabulations for student questionnaire items.

Insert Figure 10 about here

Conclusions

The Kansas Internship Program has experienced a number of stormy political battles in order to continue being funded by the state legislature. However, the political environment within the program last year and this year

has been a different story. Data collected from on cite interviews (Burry, Poggio, Glasnapp & McMasters, 1988) revealed that 89% of the intern teachers were positive or very positive about the program. For the most part 87% of the intern teachers felt that they benefited from the program and felt that they received many benefits. Ninety-three percent of the administrators and 91% of the senior teachers felt that they shared a common goal and 97% of the administrators and 94% of the senior teachers reported that their relationships with each other provided affirmations and respect for each other.

At the spring conferences where all Kansas Internship Program participants gathered, intern teachers, administrator and senior teachers felt that the program's assistance/assessment components were working well Boyer (1988). Relationship formed were very strong where administrators and senior teachers worked as a unified team to assist the intern teacher in his/her professional growth.

The Kansas Internship Model is a venturesome effort to bring together assessment and assistance to maximize the professional growth of teachers. It has four methods of data collection: classroom observation using the five observation steps and the Classroom Behavior Activity Record (CBAR); intern documentation requesting that the intern undergo activities to document various aspects of teaching; external observations; and student questionnaires. Other unique points are: assistance is directly linked to assessment; administrators and assistance committees share identical responsibilities; assistance is directly integrated with instructional

leadership activities at the preconference stage; a five-step performance observation sequence is applied to all methods of data collection; behaviors are assisted/assessed in a quasi-developmental framework for beginning teachers; the evaluation outcome is a product of professional judgement; a clinical supervision model is integrated with the assistance/assessment processes; the intern teacher is a part of the assistance development; and all of the evaluation behaviors have not only been thoroughly grounded in the research of the past fifty years, but have undergone three statewide research validity studies.

It took three years to write, pilot, research and monitor, and revise the model, inventories, user's manual, trainers manuals, and assistance/assessment activities. Three major validity studies, more than any other state has done, were done to validate the use of the behaviors for beginning teachers in Kansas. The process of research and practice were the building blocks. These two process were so entwined that they were always dependent upon each other. Without the integration of these two processes it would not have been possible to build this working model with all of its components. It was our founding researchers Barr, Ryans, Medley, Brophy, Evertson, Roenshine and Furst that provided the initial round of the research cycle. From here on, it has become as it should continue to be, a continuous operation from application to research and from research to application.

Kansas has researched and demonstrated that this professional judgment model is a travelable road of professional growth and development for beginning teachers. The choice of roads on this topic is multiple with varied purposes. However, the integration of assistance and assessment within this context provides a firm foundation upon which teachers may venture into a career enabling them to grow professionally.

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APPENDIX A

Kansas Internship Assessment Inventory

Master List (Core Set)

MASTER LIST (CORE SET - 38 Behaviors)

The following is the Master for the 38 behaviors that are included in the Kansas Internship Assessment Inventory (Core Set). The behaviors are listed by categories, i.e., A. Professional Characteristics and Activities; B: Lesson Preparation; C: Lesson Presentation. These letters also appear in the behavioral statement number. The Roman numerals (I, II and III) refer to the phase assignment of each behavior and the Arabic numbers refer to the serial position of the behavioral statement. Methods of data collection are referenced by abbreviations and are:

IO = In-Class Observation
EO = External Observation
ID = Intern Documentation
SQ = Student Questionnaire

KANSAS INTERNSHIP ASSESSMENT INVENTORY
MASTER LIST

		Instruments			
		IO	EO	ID	SQ
A.	PROFESSIONAL CHARACTERISTICS AND ACTIVITIES				
*I.A.1.	Is dependable.		EO		
II.A.2.	Functions in a controlled and effective manner.	IO	EO		
B.	LESSON PREPARATION				
I.B.1.	Selects and uses content, materials, articles and methods consistent with objectives of the lesson.			ID	
II.B.2.	Selects goals, objectives and instructional methods appropriate to individual student needs.			ID	
C.	LESSON PRESENTATION				
I.C.1.	Provides instruction that maximizes student time on appropriate tasks.	IO			SQ
I.C.2.	Communicates enthusiasm for learning and teaching.	IO			
I.C.3.	Creates and maintains a motivational set for learning.	IO			SQ
I.C.4.	Gives clear directions.	IO			
I.C.5.	Presents lessons in a clear, logical and sequential manner.	IO			
I.C.6.	Possesses accurate and up-to-date knowledge of the subject matter.	IO			
I.C.7.	Ensures that materials and information can be read, seen or heard by the students.	IO			SQ

* Phase Designation: I = Phase I; II = Phase II; III = Phase III

		Instruments			
		IO	EO	ID	SQ
*I.C.8.	Maintains a classroom characterized by purposeful student behavior appropriate for the objectives of the lesson.	IO			
II.C.9.	Communicates and fosters an interest and respect for learning.	IO			SQ
II.C.10.	Reteaches concepts/skills students are not learning.	IO			SQ
II.C.11.	Provides an opportunity for all students to apply or practice knowledge and skills being learned.	IO			
II.C.12.	Communicates at a level of understanding for the students.	IO			SQ
II.C.13.	Provides appropriate instruction to students with special needs.			ID	
III.C.14	Utilizes various teaching strategies to accommodate learning styles.	IO		ID	
III.C.15	Is able to modify teaching techniques and instructional methodologies when appropriate.	IO			
III.C.16	Provides opportunities that foster creative and critical thinking, problem-solving and decision making skills.	IO			
D. CLASSROOM MANAGEMENT					
I.D.1.	Displays consistency in dealing with negative behavior.	IO			SQ
I.D.2.	Establishes, teaches and reinforces classroom rules and procedures.	IO			SQ
I.D.3.	Monitors and redirects student behavior when appropriate.	IO			
I.D.4.	Handles unexpected incidents and emergencies effectively.		EO	ID	
II.D.5.	Students are corrected and reinforced to achieve desired behavior.	IO			

* Phase Designation: I = Phase I; II = Phase II; III = Phase III

		Instruments			
		IO	BO	ID	SQ
*II.D.6.	Helps students develop self-management skills (i.e.,. work habits, behavior, study skills).	IO			SQ
II.D.7.	Manages undesirable student behavior in the least disruptive manner.	IO			SQ
III.D.8.	Is able to analyze classroom behavioral problems and is resourceful in seeking solutions.			ID	
E. EVALUATION					
I.E.1.	Gives immediate and specific oral and/or written feedback.	IO		ID	SQ
II.E.2.	Demonstrates appropriate expectation levels for students in making and grading assignments.			ID	
F. RELATIONSHIP WITH STUDENTS					
I.F.1.	Treats students in a tactful, warm, caring and empathic manner.	IO			
I.F.2.	Respects the contributions, dignity and worth of each student.	IO			
II.F.3.	Establishes clear lines of communication and interaction with students.	IO			
II.F.4.	Establishes and maintains a rapport with students.	IO			SQ
II.F.5.	Shows patience with or empathy for learners who need additional time for explanations.	IO			SQ
III.F.6.	Instills students with a sense of satisfaction and accomplishment in their achievement.	IO			SQ
III.F.7.	Motivates students to achieve to their ability level.			ID	
III.F.8.	Helps pupils develop positive self-concepts.	IO			SQ

* Phase Designation: I = Phase I; II = Phase II; III = Phase III

APPENDIX B

Classroom Activity Code

Activity Code

Activity Code	Classroom Activity

1 Content Development - Teacher presentation of content: Teacher is presenting academic content to the whole class. Includes lecture, demonstration, and explanation of academic content.

2 Content Development: Teacher is providing students practice of skills or review of material. This category includes questioning of students by the teacher.

3 Directions for Assignments: Teacher is explaining to the class the exact procedures for doing an assignment, seatwork activity, or homework.

4 Individual Seatwork: Students are working at desks individually. This code includes activities that are content-centered.

5 Pairs or Group Seatwork: Students who are involved in group projects, experiments, or small group tasks.

6 Student Presentation: One or several students present to the class. The presentation is planned ahead of time.

7 Small Group Instruction: Teacher works with a group of students (3 or more) while the rest of the class is in seatwork.

8 Tests: Students work independently a test, quiz or assessment.

9 Procedural/behavioral presentation: The teacher presents or reviews classroom procedures or rules. The teacher institutes and explains classroom procedures or rules governing student behavior.

10 Administrative Routines: Teacher is checking attendance, making announcements, opening or closing routines without academic content, discussing grades, distributing graded papers, etc.

11 Checking: The teacher and students are going over seatwork problems, a quiz, or assignment for the purpose of checking/ grading it in class.

12 Transitions: The teacher and students are involved in activities entailed in changing from one activity to another.

13 Non-academic Activity: Teacher monitoring students in activities such as games, discussion, TV, not related to content of the class.

14 Waiting Time: Two-thirds or more of the class have no assigned task.

15 Discipline: The class is involved in some group discipline for misbehavior.

Figure 1 Example of a behavioral statement, behavioral description and assistance recommendations.

I.A1. Is dependable

The teacher reliably completes all job role responsibilities where a time, activity, or product commitment is involved. The commitment to act, participate, or produce may be self or institutionally imposed. For instance, the teacher is: (1) punctual in all time-related expectations, i.e., arriving at school on time, attending conferences, inservice, submitting of reports, reporting for duties outside the classroom, etc.; (2) maintains accurate records for absences, tardies, grades, lunch, etc.; (3) attends meetings as required; and (4) follows through on school-related activities to which the teacher commits self, e.g., produces reports, organizes activities, or contacts appropriate persons. Evidence that this behavior is not at the standard level is when the teacher: is frequently late; fails to attend scheduled professional activities; fails to submit documents, reports and grades on time; or fails to follow through on commitments.

Intern Development Plan: Recommendations for Assistance

Goals/Objectives_____
_____
_____

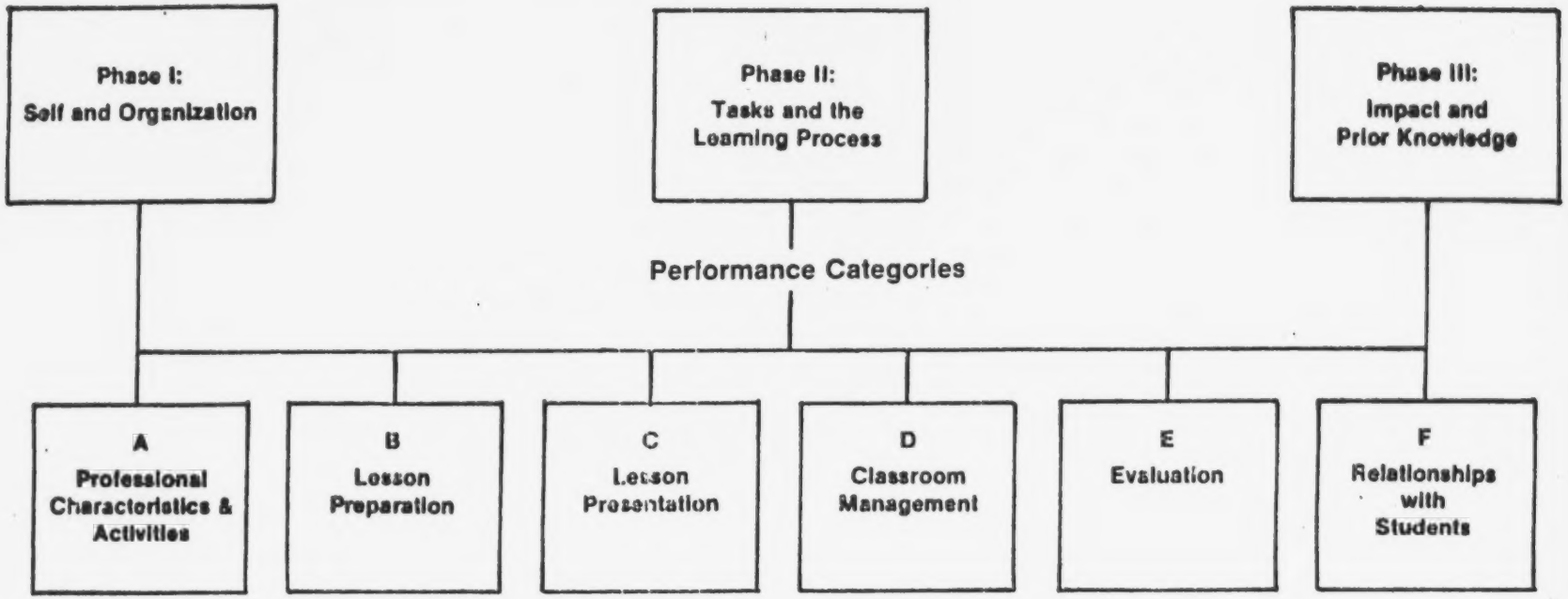
Strategies/Activities_____
_____
_____

Timeline (date for reassessment)_____
_____

Rating: _____ Standard
_____ Not Applicable
_____ Below Standard

THE KANSAS INTERNSHIP PROGRAM INVENTORY

DEVELOPMENTAL PHASES



The teaching behaviors to be assessed are assigned to one of three developmental phases (I-III). Each teaching behavior is also assigned to a teaching behavior category (A-F). These teaching categories occur across the developmental phases. Therefore, it is possible to assess a teacher on the teaching category of Classroom Management (D) in all three phases.

Figure 2 Developmental Phases and Performance Categories

Table 1

Number of behaviors grouped by Categories within Phases

Performance Category		Phases I	II	III	Total
(A)	Professional Characteristics and Activities	1	1	0	2
(B)	Lesson Preparation	1	1	0	2
(C)	Lesson Presentation	8	5	3	16
(D)	Classroom Management	4	3	1	8
(E)	Evaluation	1	1	0	2
(F)	Relationship with Students	2	3	3	8
	Total	17	14	7	38

THE ASSISTANCE-ASSESSMENT CYCLE

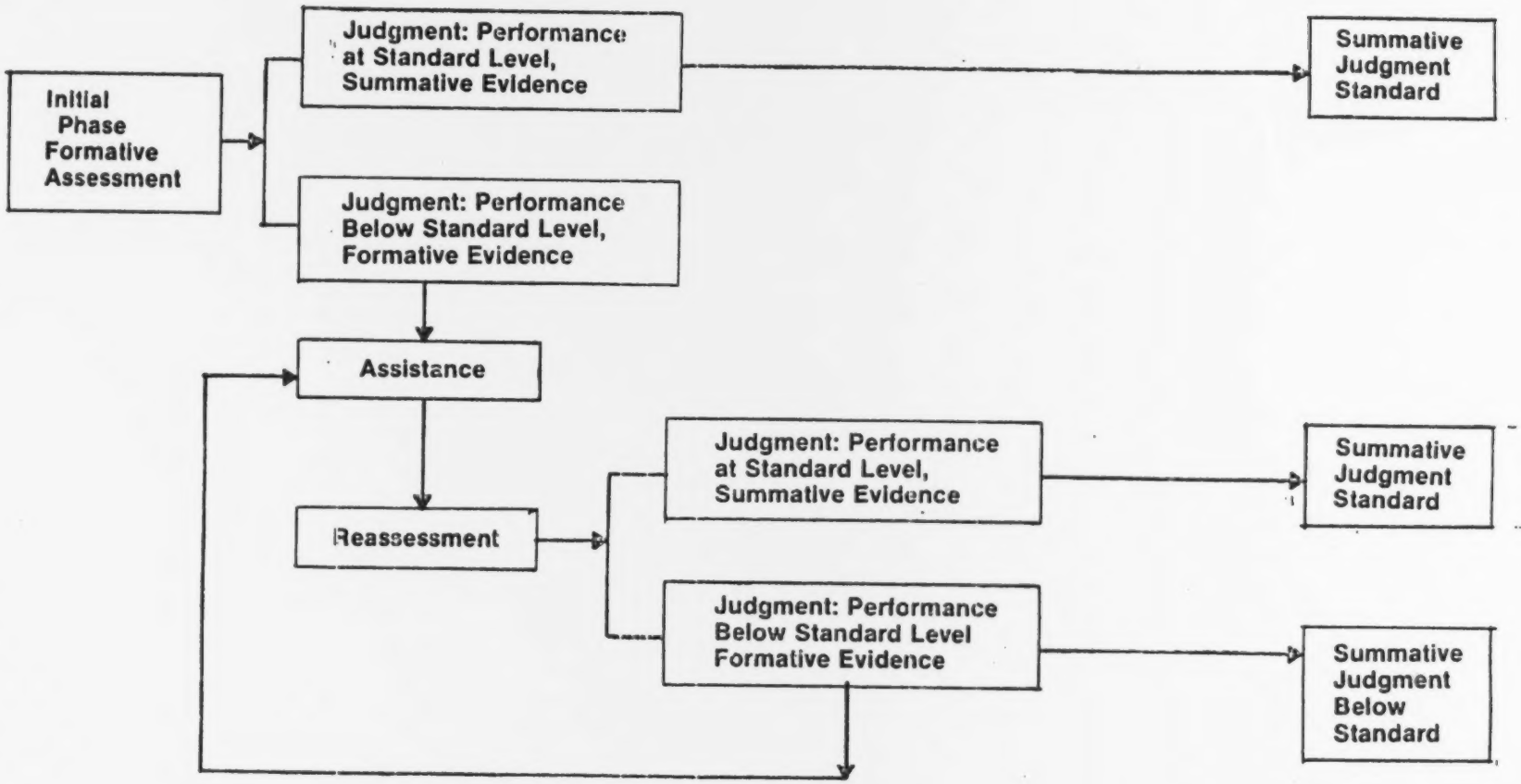

Initial Phase Formative Assessment
Judgment: Performance at Standard Level, Summative Evidence
Summative Judgment Standard
Judgment: Performance Below Standard Level, Formative Evidence
Assistance
Reassessment
Judgment: Performance at Standard Level, Summative Evidence
Summative Judgment Standard
Judgment: Performance Below Standard Level Formative Evidence
Summative Judgment Below Standard

Figure 3 The Assistance-Assessment Cycle

1.	Observe specific indicators of the behavior or examine materials/ information documenting the behavior,
2.	Record specific indicators or examples of a behavior providing evidence of standard or below standard performance,
3.	Retrieve the performance data on a behavior by examining all recorded information for that behavior,
4.	Analyze the recorded information focusing on both standard and below standard indicators of the behavior, and
5.	Judge the behavior either "standard" or "below standard" level.

Figure 4 Performance Assessment Sequence

Table 2

Number of Behaviors Assessed by Method Within Phases

Method	Phase I	Phase II	Phase III	Total
In-Class Observation	14	11	5	30
External Observation	2	1	1	4
Intern Documentation	3	3	2	8
Student Questionnaire	6 *	7	2	16
Total Number of Assessments	25	22	10	58

* Initial assessment for all 16 behaviors occurs in phase I.

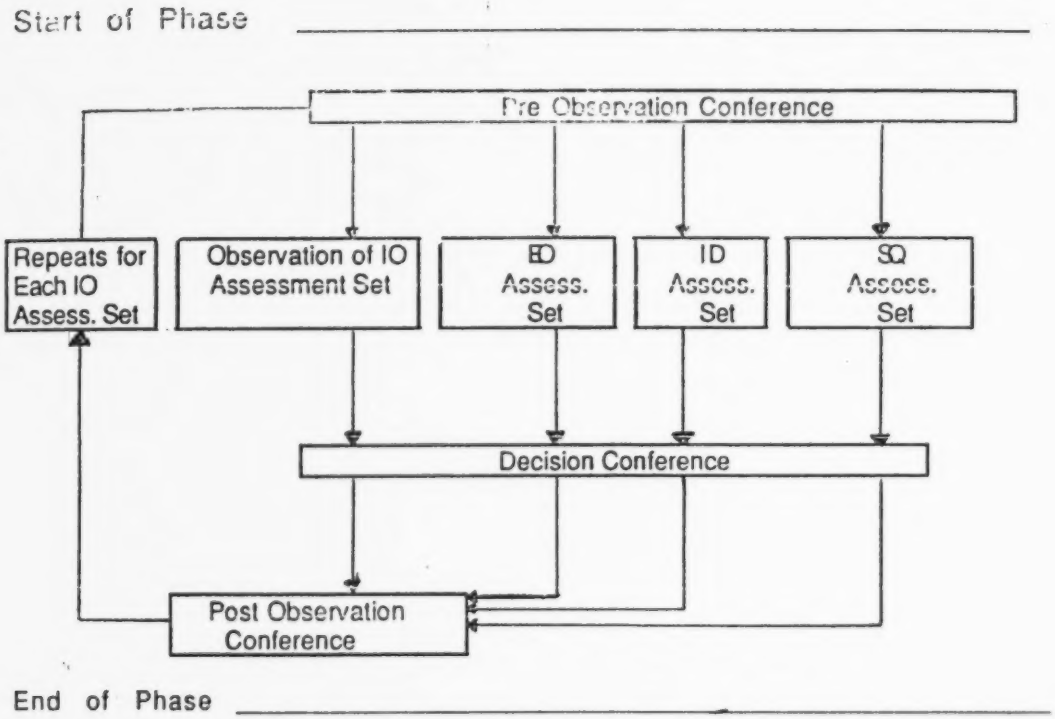


Figure 5 The Pre-Conference/Observation/Post-Conference Cycle

CLASSROOM BEHAVIOR AND ACTIVITY RECORD

Intern Teacher _____ School _____
Subject _____ USD#_____ Grade _____

Observer(circle): Senior Teacher Admin. other Date of Observation: _____

Phase I In-Class Observation 2:

I.C1 Provides instruction that maximizes student time on appropriate tasks.

I.C6 Possesses accurate and up-to date knowledge of the subject matter.

I.C7 Ensures that materials and information can be read, seen or heard by the students.

I.C8 Maintains a classroom characterized by purposeful student behavior appropriate for the objectives of the lesson.

I.D1 Displays consistency in dealing with negative behavior.

BEHV. CODE	ACT. CODE	DESCRIPTIVE NOTES

Figure 6: Sample Classroom Behavior Activity Record

DESCRIPTIVE NOTES

Global Impressions

I.C1.

I.C6.

I.C7.

I.C8.

I.D1.

Analysis (Assistance)

Judgement

Figure 7: Classroom Behavior Activity Record (cont.)

I.A1. Is dependable.

In service
Daily job role
Parent meetings
Committee meetings
In school meetings
Returning phone calls
All-school activities
Arrival/departure to school
Sponsor duties/Admin. Asst. duties
Playground duties
Lunch duties

Records

Student grades
Lunch records
Parent conferences
Office records
Downslips turned in on time
Tardy/Absent records

II.A2. Functions in a controlled and effective manner.

Settings

Classroom
Playground recess
Assemblies
Theatrical events
Student conflicts
Hall monitoring
Teacher meetings
Before school supervision
Meetings with students
Meetings with parents
Sports events
Concerts
Another teacher's classroom
Home room activities
Afterschool supervision
Bus loading supervision

I.D4. Handles unexpected incidents and emergencies effectively.

Locations

Classroom
Playground
Restrooms
Parking lot
Cafeteria
Hallways
Library
Sports field

Settings

Tornado drills
Fire drills
Weapons in school
Drugs in school
Alcohol in school
Extra-curricular activities
Student conflict
Student illness
Bomb scares/threats
Student anger in class
Student off task

Figure 8 Environments for Observing External Behaviors

INTERN DOCUMENTATION

Name: _____ Date: _____

Behavioral Statement

III.D8. Is able to analyze classroom behavioral problems and is resourceful in seeking solutions.

Intern Documentation Activity

Select two of your classroom behavioral problems and explain how you have solved them. Explain the problem in detail, provide your rationale for solving this problem and give examples of student behavior which demonstrates that you have solved the problem.

Intern Documentation

_____

_____

_____

_____

Figure 9 Intern Documentation

Tabulation Summary Sheet
Student Questionnaires Grades 3-6

1.	(C1) Are there periods during classtime when students do not have any schoolwork to learn or do.	Almost Always % =	Some Times % =	Almost Never % =	Don't Know % =
2.	(C3) Does your teacher make your classwork interesting?	Almost Always % =	Some Times % =	Almost Never % =	Don't Know % =
3.	(C3) Does your teacher show you how to apply your lessons to things that you already know?	Almost Always % =	Some Times % =	Almost Never % =	Don't Know % =
4.	(C7) Are you able to hear your teacher and see materials when a lesson is being taught?	Almost Always % =	Some Times % =	Almost Never % =	Don't Know % =
5.	(C9) Does your teacher show an interest in the things that you are trying to learn in class?	Almost Always % =	Some Times % =	Almost Never % =	Don't Know % =
6.	(C10) Does your teacher try to find out what you haven't learned about a lesson and then try to teach it in a different way?	Almost Always % =	Some Times % =	Almost Never % =	Don't Know % =
7.	(C12) When you are given a message or directions, does the teacher make sure you understand what to do?	Almost Always % =	Some Times % =	Almost Never % =	Don't Know % =

Figure 10 Tabulation Summary Sheet